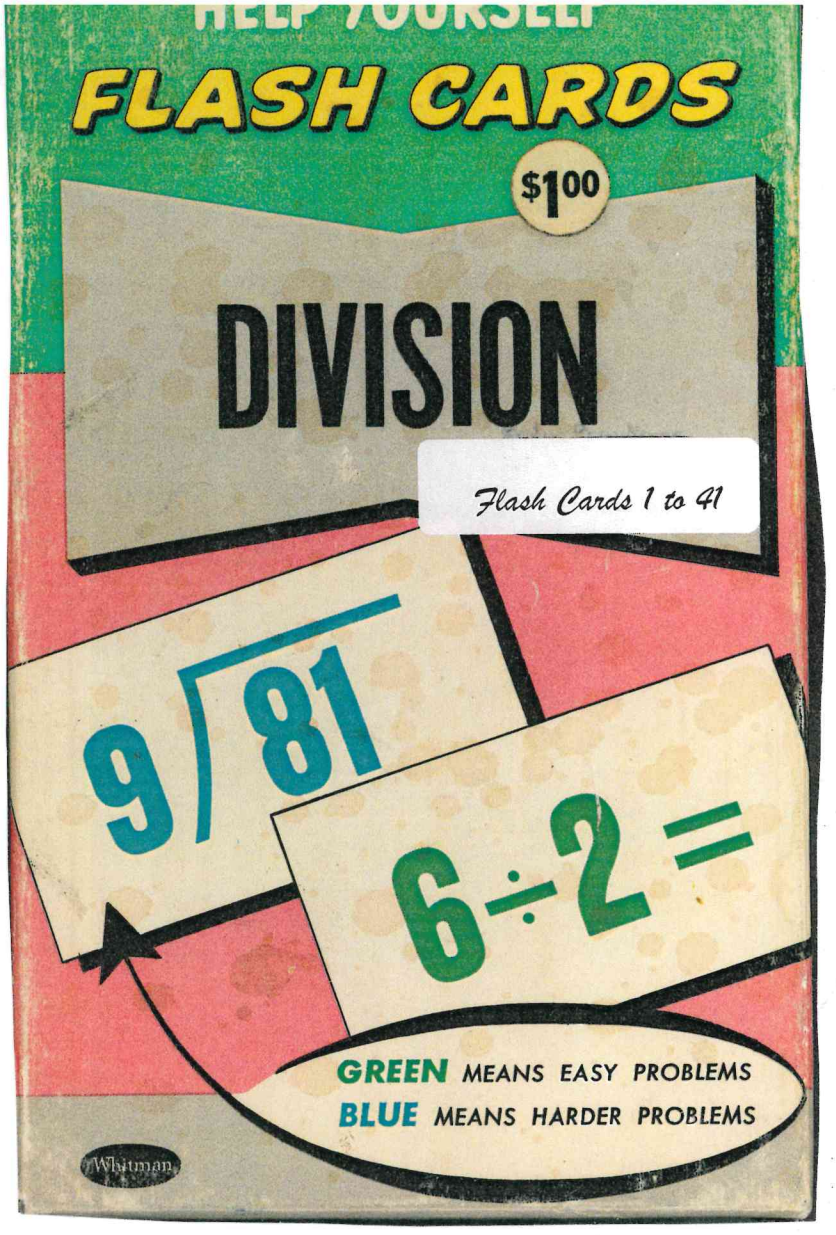

HELP YOURSELF
FLASH CARDS
$1.00
DIVISION
Flash Cards 1 to 41
9 81
6÷2=
GREEN MEANS EASY PROBLEMS
BLUE MEANS HARDER PROBLEMS
Whitman

TO THE
PARENT OR TEACHER

Ruby Rawlings
508 West Third Avenue
Toppenish, Washington

Suggestions for Using

Help Yourself

ARITHMETIC FLASH CARDS

Before a child is ready for abstract thinking in arithmetic, he must have concrete experience with objects. See that he is provided with counters—bits of paper, buttons, pebbles—anything easy to manipulate as he works out the problems. This will help him to understand what it is all about and will pave the way for abstract thinking. When the child shows that he is able to work without counters, encourage him to memorize the problems with their answers.

Begin with the green side of the cards. Use them one at a time, and in sequence, until the child knows them. When he has mastered the greens he is ready for the more difficult blues.

Each problem with its answer is printed on the reverse side of the card to help the child when he is working alone.

Whitman

Printed in U.S.A.

FUN WITH FLASH CARD

GET 'EM

Two Players—One Is the Teacher

Start with the green cards that the child has learne
Arrange them so that they face the same way a
shuffle. The teacher holds the pack and flashes o
card at a time. If the child says the correct answ
he gets the card. If not, the teacher puts it asid
When all of the cards have been flashed, ea
counts his pack. The winner is the one with mo
cards.

The teacher then gives the child the cards
missed so that he can learn them before the ga
is played again.

When the child is sure of all of the green car
play the game with the blue cards.

TRAIN

Two Players—A Child and an Adult

The object is for the child to travel to the city with
stopping. Start with the green cards. Place 10 i
row. The first card is the starting point. The last c
is any city agreed upon. The cards between
unnamed towns.

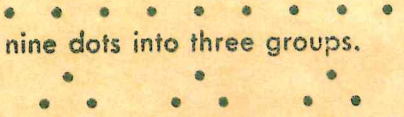
Beginning at the starting point, the child s
aloud the answer to each problem. If correct,
continues to travel. If wrong, the adult asks him
read the problem and its answer as it is printed
the back of the card. The child then places the c
in its original position, returns to the starting po
and begins his trip again.

When the child can go from the starting poin
the city without stopping, play the game with
next 10 cards. As the child begins to know
answers, increase the number of cards.

SET 4
DIVISION

What is division? It is finding how many times one number is contained in another number.

LET'S DIVIDE



Divide nine dots into three groups.

Do you see three dots three times?

There are two ways to write this problem:

$$3\overline{)9} \qquad 9 \div 3 = 3$$

Read the problem this way:

9 divided by 3 are 3

We can prove this is correct by saying:

$$3 \times 3 = 9$$

Divide twelve dots into two groups.

Are there six dots in each group?
Did you find six dots two times?

$$2\overline{)12} \qquad 12 \div 2 = 6$$

Read the problem this way:

12 divided by 2 are 6

We can prove this is correct by saying:

$$2 \times 6 = 12$$

HELP YOURSELF

Arithmetic Flash Cards

FOR HOME OR SCHOOL

Printed With Special Eye-Saving Ink

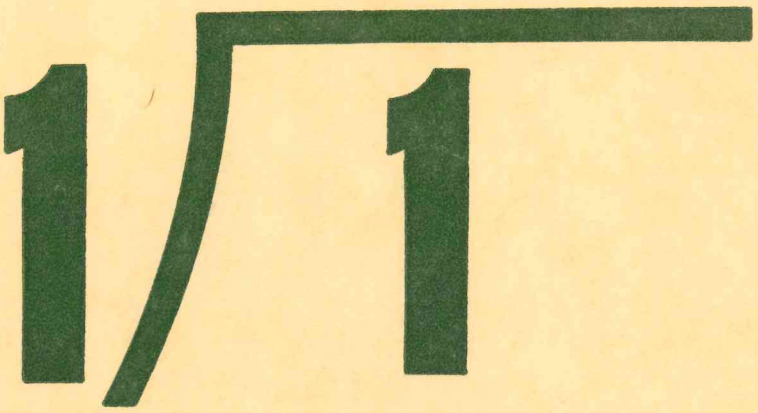
SET 1—ADDITION
SET 2—SUBTRACTION
SET 3—MULTIPLICATION
SET 4—DIVISION

These cards are planned for the child who needs to strengthen his knowledge of basic arithmetic facts, as well as the gifted child who is ready for more arithmetic experiences. Proper use of the cards will result in better school work and happier children.

Each set contains instructions for using the cards, games to be played with flash cards, and helpful suggestions for both the child and the adult who wishes to help the child.

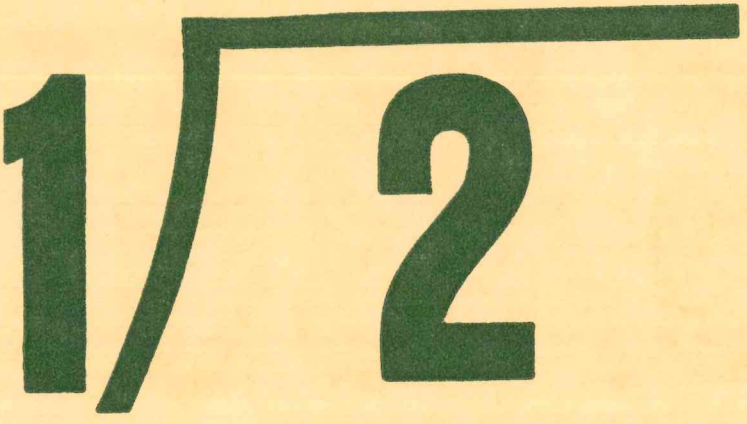
6
5/30

1



7
5/35

2



$\frac{1}{1/1}$

1

$\frac{2}{1/2}$

2

$\frac{8}{5/40}$

3

$1\overline{)3}$

$\frac{9}{5/45}$

4

$1\overline{)4}$

3

1/3

5⟌40

4

1/4

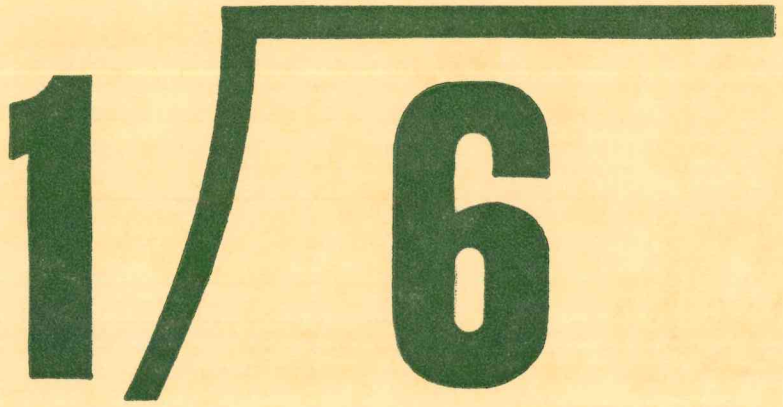
5⟌45

1
6/6

5

2
6/12

6



$\frac{5}{1/5}$

5

$6\overline{)6}$

$\frac{6}{1/6}$

6

$6\overline{)12}$

$\frac{3}{6/\overline{18}}$

7

$1\overline{)7}$

$\frac{4}{6/\overline{24}}$

8

$1\overline{)8}$

7

$\frac{7}{1/7}$

$6\overline{)18}$

8

$\frac{8}{1/8}$

$6\overline{)24}$

$\frac{5}{6/30}$

9

$1\overline{)9}$

$\frac{6}{6/36}$

10

$2\overline{)2}$

9

1/9

10

2/2

11

7
6/42

12

8
6/48

11

$$\begin{array}{r} 2 \\ 2/4 \end{array}$$

$$6\overline{)42}$$

12

$$\begin{array}{r} 3 \\ 2/6 \end{array}$$

$$6\overline{)48}$$

13

$$9 \overline{)6/54}$$

$$2\overline{)8}$$

14

$$1 \overline{)7/7}$$

$$2\overline{)10}$$

13

$$4 \quad 2/\overline{8}$$

$$6\overline{)54}$$

14

$$5 \quad 2/\overline{10}$$

$$7\overline{)7}$$

$\frac{2}{7/14}$

15

$2\overline{)12}$

$\frac{3}{7/21}$

16

$2\overline{)14}$

6
2/12

15

$7\overline{)14}$

7
2/14

16

$7\overline{)21}$

4
7/28

17

$2\overline{)16}$

5
7/35

18

$2\overline{)18}$

8
2/16

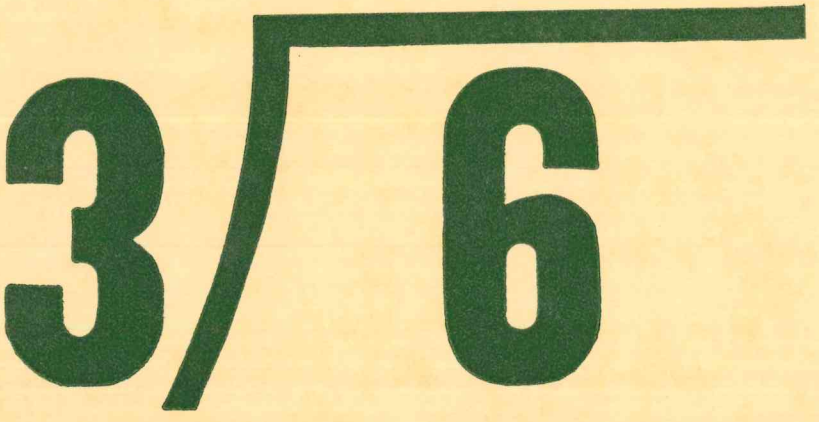
17

9
2/18

18

$\frac{6}{7/42}$

$\frac{7}{7/49}$



$\frac{1}{3/3}$

$7\overline{)42}$

$\frac{2}{3/6}$

$7\overline{)49}$

8
7/56

21

9
7/63

22

3
3/9

$7\overline{)56}$

4
3/12

$7\overline{)63}$

3/15

3/18

$\frac{5}{3/15}$

23

$8\overline{)8}$

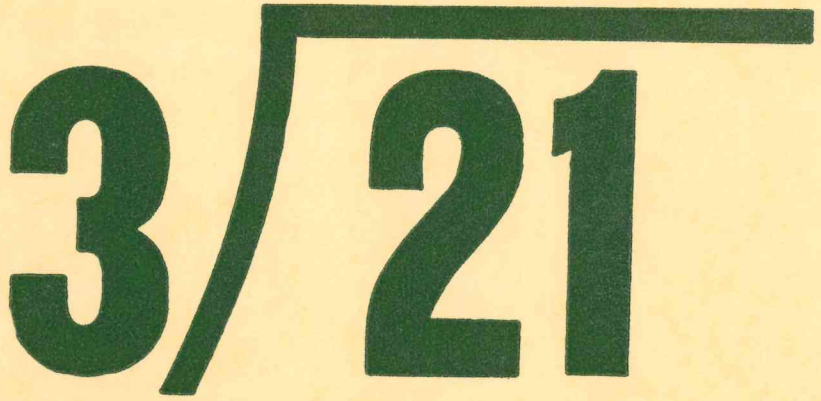
$\frac{6}{3/18}$

24

$8\overline{)16}$

3
8/24

25



4
8/32

26

$\begin{array}{r} 7 \\ 3\overline{)21} \end{array}$

25

$8\overline{)24}$

$\begin{array}{r} 8 \\ 3\overline{)24} \end{array}$

26

$8\overline{)32}$

5
8/40

27

$$3\overline{)27}$$

6
8/48

28

$$4\overline{)4}$$

$\frac{9}{3/27}$

27

$8\overline{)40}$

$\frac{1}{4/4}$

28

$8\overline{)48}$

7
8/56

8
8/64

$\frac{2}{4/8}$

$\frac{3}{4/12}$

9
8/72

31

4/16

1
9/9

32

4/20

$$4/\overline{16}$$

$$8\overline{)72}$$

$$4/\overline{20}$$

$$9\overline{)9}$$

2
9/18

33

$4\overline{)24}$

3
9/27

34

$4\overline{)28}$

6
4/24

33

$9\overline{)18}$

7
4/28

34

$9\overline{)27}$

4
9/36

35

$4\overline{)32}$

5
9/45

36

$4\overline{)36}$

8
4/32

$9\overline{)36}$

9
4/36

$9\overline{)45}$

6
9/54

37

$5\overline{)5}$

7
9/63

38

$5\overline{)10}$

1
5/5

37

2
5/10

38

8
9/72

39

5/15

9
9/81

40

5/20

3
5/15

39

9/72

4
5/20

40

9/81

1
10/10

41

5
5/25

41